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ABSTRACT

This "how to" manual was developed as part of a York County (Pennsylvania) system for delivering the Laubach Literacy Program to a sparsely populated rural area. It provides aid to other basic skills programs in Pennsylvania to set up their own centers as literacy delivery systems. The guide first sets forth the project's aims and objectives, organized by quarters; this information could be used by other programs as a basis for a grant application or yearly plan. Following a discussion of staff requirements for the project, the booklet describes how the York project was conducted, quarter by quarter. Activities described during the first quarter include setting up the project, acquiring office space, printing posters to attract volunteer tutors and possible students, preparing news releases, opening the Literacy Center, and training the Center Director. In the second quarter, efforts were made to establish a relationship with social service agencies and neighboring literacy councils, contacts were made with high school personnel, releases about the tutor program and a student intake form were prepared, and a workshop for tutors was held. During the third quarter, a workshop was conducted for tutors in another part of the project area, and ongoing monitoring of tutor-student progress was conducted. Finally, in the last quarter, increased efforts to recruit students were made, statistics were compiled, tutors were invited to a meeting to share experiences, and preparations for the volunteer continuation of the program were made. Forms and samples of materials are included. (KC)

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Special Experimental Demonstration Project:

How To Establish
A Branch Literacy Council
In A Rural Area

Foreword

A special Adult Basic Education 310 Grant was issued to the York County Literacy Council for one year, beginning July 1, 1980. The purpose of the grant was to develop a delivery system of the Council's Laubach Literacy program to a sparsely populated rural area. One of the objectives was to develop a "How To" manual which could aid other basic skills programs in Pennsylvania to set up their own centers as delivery systems for literacy in similar areas. The following is the result of that effort.

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Staff Requirements

Three paid staff participated in this project on a part-time basis. Their individual job descriptions and hours are summarized as follows:

Central Office Coordinator - In addition to regular duties, five hours a week were to be devoted to the coordination of this special project. General overseeing of the project included the hiring and training of the target area center director in techniques and procedures established by the Council for student and tutor recruitment, screening, matching and monitoring. The central office coordinator assisted in obtaining the center site and potential tutoring sites. Coordination of public relations with the center director was necessary. She helped develop a mini-library of basic skills and literacy materials in addition to the regular Laubach training skillbooks and manuals. On-going evaluation of the coordination procedures between the central office and branch office were part of the job description as well as the final evaluation of the pilot project's effectiveness.

Central Office Assistant - Five hours per week were allotted to the assistant coordinator for the purpose of training the center coordinator in established record keeping, inventory and other office related duties. This position was also responsible for the financial aspects of check writing, personnel requirements, budget monitoring and final financial report to the state. Coordination of tutor-training workshops, preparation of registration, workshop training materials, liaison with the national literacy affiliation for tutor certification, and membership in the local council were duties associated with this position.

Satellite Center Director - The first half of the project year called for ten hours per week. Six of those hours were spent in the literacy center in the target area, and four were devoted to on-the-job training and outreach efforts. The second half of the year, the hours were increased to fifteen per week. The center's hours remained the same, three days a week for two hours in the afternoon, but more time was required for individual interviews and monitoring of tutoring situations as the year progressed. The primary responsibility of the center director was to recruit students and tutors in the target area and set up the center site. Public relations were a vital function to give the program and its services community visibility. With the help and training of the central office staff, the objective was to make the center a branch of the main council, offering similar services to local residents, and conducting the training workshops. The center director was responsible for writing a weekly journal which would serve as the basis of the "How To" manual, and to evaluate the project at its termination, as well as to aid in the process of reabsorbing the satellite office into the central office at the project's conclusion.

How To Establish
A Satellite Literacy Center
In a Rural Area

Chapter One - First Quarter

The York County Literacy Council is a non-profit corporati whose objective is to lessen the problem of adult illiteracy in York County. The current project we are now summarizing was developed to meet the need of a rural community that was assessed to have an illiteracy rate of slightly over average percentage. The towns of Dover and Dillsburg are located in the northwestern section of York County, approximately 12 miles apart. The site for the Literacy Center is determined by the fact that only Dillsburg has a library at this time. There is no public transportation to York from Dillsburg which is 25 miles away.

The Dillsburg librarian is most receptive to the idea of aiding non-reading adults in the community and offers the library's reference room for an office. It will be used for student and tutor interviews, files, and instructional materials. The library telephone is made available to the Center Director rather than a separate line, and reimbursement for long distance calls and general use is made directly to the library.

Realizing that the success of the program depends a great deal on the communities' awareness of the services about to be provided, the first weeks of the project are devoted to public relations with a minimum of time spent setting up the actual Literacy Center. A list of initial contacts in the Dillsburg area is given by the librarian. Letters are immediately written to churches and service organizations in the target area, asking for their help in locating tutors, clients, possible use of church space as tutoring sites, and advising them of the workshops to be held to train tutors.

A local printer is contacted to print posters to attract volunteer tutors and possible students. Its focus is "Give the Gift of Literacy... If You Can Read... You Can Help". Current and former area tutors in the target area are contacted to explain the project and request their support in locating new tutors and students.

Visits are made to the local social service agency network and senior citizens centers. The director of the Dillsburg Senior Activities Center agrees to the use of her facility for the fall tutor training workshop. A short talk is given to the senior citizens to familiarize them with the work of the York County Literacy Council, the satellite project, and the need for students and tutors.

Meanwhile, preparations are being made for the opening of the office. Supplies are purchased, with a minimum of expense. An inventory of teaching materials are ordered. It is decided that the World Literacy Day, September 8, will be a fitting date to officially open the Literacy Center in Dillsburg. The mayor is approached to issue a proclamation that will be read at the opening ceremonies.

News releases are prepared naming the new director of the Literacy Center, location of the center, description of the services, and a forthcoming tutor training workshop. It is arranged that a photographer from the local weekly paper attend the opening, and highlight the mayor's proclamation. A large community bulletin board in the town's square also is utilized to advertise the new Literacy Center.

On September 8, representatives from the parent Council attend the reading of the proclamation, and a small reception is held in the Center's office. The physical set-up of the Literacy Center is simple. It consists of a table, chairs, two-drawer filing cabinet, display rack for workbooks, shelves for additional materials, the "Literacy Center" sign, a large appointment calendar, telephone, address, and referral card file of contacts in the target area, as well as county-wide referral cards.

The posters that are distributed to banks, drug stores, doctors, community health center, attorneys' offices, the local thrift shop, grocery stores, a small department store, newspaper office and library, plus the newspaper coverage begin to attract volunteer tutors. Registrations for the workshop to be held in late October begin to come in. A volunteer tutor-trainer from the Harrisburg area that teaches by the National Affiliation for Literacy Advance system agrees to train the prospective tutors.

During this time previous to the actual workshop, the Center Director is being trained on the proper procedure for interviewing students, the sensitivity of the adult illiterate, the need for orientation as well as instruction about the Council and NALA to the volunteer tutor. Coordination with the Council's main office in York is an on-going process. Other than a small petty cash fund, and some cash for change when materials need to be purchased by the student, all finance of the project is done through the Central Office. A separate checking account handles the needs of the project.

Knowing that the Literacy posters will attract mainly tutors, a flyer is designed to attract the low-level reader and his/her relatives or friends. This is distributed to local businesses and factories as well as the same public places as the posters. This flyer is also used at a Farmer's Fair in the fall, for Lutheran Church Women's meetings, (they have pledged themselves to the problem of illiteracy for many years), and to area high school career resource centers.

Chapter Two - Second Quarter

Success of the literacy program depends on cooperation with other agencies as referral sources. Therefore, an effort is made to establish a close relationship with the Dillsburg-Dover Social Services. A meeting of their neighborhood council in which they discuss their goals for the coming year is attended by the Literacy Center Director. A questionnaire distributed by the DDSS is reviewed, and its resulting main priorities of employment, transportation and youth activities are revealed. The Center Director indicates the need and desirability of mutual referral, because employment in particular reflects literacy needs.

Another opportunity to strengthen referral ties is a meeting with representatives from neighboring literacy councils. We discuss assistance from NALA, boundary lines for tutors trained by the different councils, new materials available for tutors, mutual cooperation with Public Relations releases, and the "Literacy Awareness Month" of late 1981 that is being planned by Public Television.

Contact is made with local high school adult education personnel and guidance counselors. Clergy are called as a follow-up to the initial information that was presented. There seems to be little request for tutors, a problem that will become more evident as the project progresses. Still, information regarding our services and coming workshop is included in church newsletters. The Visiting Nurses Association is informed of our program so that nurses working in the target area are aware of the Literacy Center.

Local newspapers, and those serving the entire county, and shoppers guides are given news releases about the specifics of the first tutor-training session. Knowing that we will want to match the tutors as soon as possible with students, the Center Director calls directly on several small local industries to familiarize their management with our services, hoping they may recognize the need for literacy training among their personnel. The county office of the Bureau of Employment Security is contacted so that the unemployed from the target area can be referred to us. Churches sponsoring refugee families are encouraged to have their members take the workshop.

The usual procedure is for the potential student to visit the Center Director at the center site, but at times this is not possible, and so the Center Director visits the client for an initial interview and intake. During informal conversation, some of the following information is obtained:*

1. .. How did you find out about the Council or Literacy Center?
   .. Did you find it easy to reach us?
   .. Employment information
   .. Family status .. how long in area?
   .. Physical .. visual problems?
   .. Goals of student

2. Have the student complete as much of the student information sheet as possible... help when needed.

3. Ask the student if he/she would mind reading or looking at a few words, making it clear that this is not a test. Words from index cards that are from the Slossen Oral Reading Test are used, or the student is shown the vocabulary from the Laubach Skill Book I text.

4. If the client can read proficiently the words from the third skill book, or the third level of Slossen, a paragraph from the Grolier Reading Attainment is given to establish the client's comprehension and reading flow. Paragraphs from the New Readers Press series can also be used.

*Student Intake Form included in appendix.

Chapter Three - The Third Quarter

Our Basic English tutor-trainer is contacted for her availability for a winter workshop that will be held in the other portion of the target area. The Calvary Lutheran Church in Dover is offered as a training site. A visit is made to the church to see the facilities and to meet the church secretary to schedule room arrangements. There is a large room, complete with blackboard, large tables, chairs and room for refreshments. There is no charge for the use of the room, and it also has heat during the week, which can be a problem with other facilities.

A registration form is prepared giving pertinent information, copy in appendix. These forms are mailed to approximately 100 potential tutors, many of whom are from the York area, which is only 12 miles from Dover. A news release is sent to eleven local dailies and weekly papers announcing the late February workshop, giving dates, times and location.

Two Adult Education bulletins from target area school districts publish information about the Literacy Center, allowing 5,000 residents in the Dillsburg area, and an additional 8,800 from the general area to become acquainted with the services provided. Without this kind of free publicity, it is difficult to reach adults in need of help with reading. Yet, there is more response from students in the Dover area, and tutors in the Dillsburg area. Matching students and tutors with a twelve mile plus distance is difficult, because in addition to times for tutoring not always coinciding, there seems to be an understandable resistance to traveling (undoubtedly the cost and time involved in a twice-weekly commitment).

Mini-library materials are ordered from New Readers Press, Simon & Schuster, and Regents Publishing. This is done as part of the grant, and will allow the literacy materials to become part of the permanent collection of the Dillsburg Library collection, for the use of tutors and students after completion of the project.

Monitoring of the current matches and contact of those tutors yet unmatched is an on-going part of the program. Some matches have already been terminated due to the various changes in status of the clients and tutors. Some students drop or are reassigned. Other tutors remain unmatched. There seems to be a general hesitation of the potential students in the Dillsburg area to avail themselves of the tutoring, even though publicity has been abundant. It is a general problem that other social service agencies have noted, from conversations with outreach workers from the Community Progress Council. Strong family ties and little transition in and out of the community, coupled with a basic conservatism typify the area.

To promote the February workshop, the Dover Senior Citizens are addressed by the Center Director. The Dover Lioness' president is informed of the workshop, and a thirty member Sunday school class from the host church is invited to register, being told that there are students waiting for tutors in the Dover area.

Aims and Objectives - Condensed

First Quarter - July 1 - Sept. 30

1. Advertise and hire target area person as center director and begin on the job training at main office.

2. Contact active council tutors in target area as resource persons.

3. Search for center site and possible tutoring sites; set up satellite office.

4. Plan and implement public relations and outreach campaign for community participation in project.

Second Quarter - October 1 - December 31

1. Recruit potential local students and begin intake and screening.

2. Plan and conduct first tutor training workshop and make matches upon completion.

3. Evaluate project to date.

Third Quarter - January 1 - March 31

1. Recruit additional students and tutors for second literacy workshop.

2. Contact unmatched and previously matched students for monitoring progress.

3. Develop and purchase bibliography of literacy materials for literacy center to be retained after program's completion.

4. Begin writing the "How To" manual.

Fourth Quarter - April 1 - June 30

1. Begin additional public relations efforts to expand student participation.

2. Continue working on narrative report for "How To" manual.

3. Conduct in-service workshop and explain how program will be incorporated into the county wide council.

4. Interview students and tutors for final evaluation and inform them of library and literacy council services.

5. Contact LIU and Adult Ed. programs for mutual referrals.

6. Evaluate program.

5. The potential client is then asked suitable times for tutoring and told that he will be contacted when a tutor with a similar schedule is found, and then a time will be arranged for both to meet with the Center Director to set up the final tutoring places and other details. At this time, the student purchases any materials needed from the series, but if unable to pay, is loaned the books. Likewise, the tutor is given the same privilege. The importance of regular attendance and doing homework assignments is stressed, and telephone numbers are exchanged. The tutor and student are urged to contact the Center Director if any questions or problems arise.

Our workshop takes place in the middle of the second quarter of the project. An overhead projector is borrowed from a local high school. There are 15 registrations for the workshop, mostly from the target area, but also from York and towns across the county line. Registrations have been taken in advance along with payment to cover the cost of the workshop and membership into the parent Literacy Council and NALA. The Senior Center proves to be an excellent facility for the training program. There is a large room with tables and chairs, and a kitchen for preparation of light refreshments served during the breaks.

Each tutor receives a folder containing useful information about non-reading adults, instructional aids, a bibliography of council materials, tutoring record keeping calendars, and tutor information sheet. Folders are assembled in the main office prior to the workshop. The ten-hour workshop is broken down into two evening sessions lasting three hours each, and a four-hour Saturday daytime session. The first evening begins with an orientation by the Council Coordinator on the history of the Council, the extent of illiteracy, Council policies, and general information. The tutor-trainer gives her background information on NALA and states her objectives of the training. Training begins, and concludes early Saturday morning. The tutors are given certificates for the successful completion of their training, and an evaluation is made by them of the workshop.

Student-tutor matches are made at the conclusion of the workshop, if possible. The first match of tutor and student is completed when a high school guidance counselor refers a 17-year-old Mexican student to us. As public school classes are large, foreign students in rural areas need individual attention. The tutor will assist this student with homework, as well as using the Council's reading series. The second referral comes from a child development center where an employee would like to be able to read stories to preschoolers.

At the conclusion of the workshop, a news release is sent to all the local newspapers. Plans begin for the third quarter of the project.

The PAACE Mid-Winter Conference is attended in Hershey. More ideas about techniques for recruiting students are exchanged with other Literacy Council representatives.

A total of 14 tutors register for the two-day workshop in Dover on February 22 and 23. It consists of an evening session and a day-long Saturday session. The tutor-trainer conducts the workshop similarly to the trainer of the November workshop, both being NALA certified tutor-trainers. Evaluation sheets turned in by tutors at the conclusion suggest that the new tutors get together after they have been working with their students for a while to discuss their situations, progress, problems. An in-service workshop will be scheduled for early May. Tutors are made aware that any time they need supplementary materials, or to discuss problems, they are free to contact the Center Director. Her hours expand to 15 per week during the second half of the project year, so that more time is available to assist the tutors and students.

Chapter Four - Fourth Quarter

On April 5, 1981, Jack Sittman from the Pennsylvania Adult Education Office in Harrisburg comes to York to review the progress of the Dover-Dillsburg project. He meets with the current Center Director, Central Office Coordinator, Assistant Office Coordinator, and the Education Chairman of the Council's Board of Directors. A follow-up letter commends us, while adding that a closer contact and relationship with the Lincoln Intermediate Unit should be established in order to have new classes formed in the target area following the termination of the project. Recruitment of students should be continued, since we have attained our goal of 20 tutors, but not twenty on-going matched students.

There is a change in organization and personnel in the Literacy Council. The Project Coordinator leaves the Council and the Dover-Dillsburg Center Director resigns her position. An evaluation of the program takes place by the Board of Directors. It is decided that the present assistant project coordinator and finance person take over as Project Coordinator. A tutor trained through the project is hired to assist in some fact finding and publicity.

Upon evaluation, it is decided that a final effort to obtain students is necessary. Fewer students than anticipated have become a permanent part of the program (either by referral or through self direction). A local newspaper reporter interviews the Council Project Coordinator, a tutor and her student. Focus is placed on the growth, progress and satisfaction of the student and tutor, and the availability of other tutors in the area. A news release to a local weekly paper also emphasizes the need for students who wish to learn to read or to improve their reading and writing skills.

Contact is made with two local radio stations for public service announcements. These are written for a rock music station and a country-western station, hoping to attract more students to call the Dillsburg Library or the York office.

Posters are made and distributed along with bookmarks of a cartoon strip about illiteracy and contact information. They are placed in a bank, drugstore, optometrist's office, postoffice and several grocery stores. The posters are aimed at the prospective student.

The Lincoln Intermediate Unit Adult Education director is contacted to see if there are any low level adult students that were involved during the semester in the target area adult education classes that might need special help with reading. We have received many referrals in the York office from the Adult Learning Center. The director will contact the GED teacher to see if there are any referrals for us, and we state that any of our students who had attained the fifth level will be referred to him for placement in the GED class, if desired.

Three new students are recruited into the program, all from the Dover area. A total of twenty have now been taught for some period of time, but there are still unmatched tutors. Contact is made with the Central PA Literacy Council, which borders the Dillsburg area. We inform them of the availability of some tutors in their area who are willing to take on a student. Perhaps they have students waiting that could be matched with them. All statistical information about these unmatched tutors, with their individual preferences for tutoring time, is forwarded to this neighboring literacy council.

Contact is made to all existing tutor-student matches, and interviews are scheduled. Three case studies are compiled for use in the final report and evaluation of the project. Student progress, feelings, problems and goals are discussed, both from the student's and tutor's point-of-view.

On May 5, a tutor-get-together is held in the Calvary Lutheran Church in Dover. All target area tutors who have been trained since the inception of the program are sent special letters. Five tutors attend. Informal discussion takes place, with each tutor telling of their experiences in the tutoring situations. The Council Coordinator explains that the experimental project officially ends on June 30, but that the services provided in the target area can be maintained. Materials are available from the collection of tutoring books, etc. in the Dillsburg Library, and a similar collection that has been entrusted to the library of the Dover church until a county library is established there. Through the county-wide library loan system, materials can be sent to the local library, or they may come in to the York office. A joint project of the York County Literacy Council and the York County Library System is initiated in June, whereby each county branch library, which includes the Dillsburg Library, essentially becomes a center in its own right. Librarians will be sensitized to the needs of the low level adult student; a permanent set of life-skills materials and leisure reading will be placed in each member library, and interested tutors and students may call their

local library or the Literacy Council directly. We feel this program, coupled with the regular program system of the Literacy Council will adequately monitor and refer those students involved in the 310 project. The tutors are urged to be active members of the Literacy Council, take on new students as they desire, attend in-service workshops and tutor get-togethers.

Statistics on each match are gathered in the final few weeks of the grant period. Each current match is interviewed ,and a one paragraph summary is included in this manual.

The last week, files, records, supplies and extraneous items are returned to the central office in York. Donated literacy materials are given to the librarian in Dillsburg to be catalogued. A final letter to each tutor is mailed June 30, basically reinforcing the contact with the central office, but also notifying that there is a local tutor in each area who has agreed to be a zone coordinator or contact person for the Council.

The final evaluation begins.

DILLSBURG BOROUGH COUNCIL

★ Dillsburg, Pennsylvania

PROCLAMATION

WHEREAS, literacy, the ability to read and write, is a creative tool which enables a person to form change and shape their environment; and

WHEREAS, illiteracy reinforces the cycle of poverty by forcing people into economic hardship and political alienation; and

WHEREAS, the United States Department of Education estimates that millions of adults in this country are functionally illiterate; and

WHEREAS, York County Literacy Council volunteers provide free one-to-one literacy training to any and all adult non-readers in Dillsburg Borough and surrounding community;

NOW, THEREFORE, I, DONALD S. KARNS, Mayor of the Borough of Dillsburg, Pennsylvania, do hereby proclaim September 8, 1980 as

WORLD LITERACY DAY

in recognition of the York County Literacy Council's efforts to eradicate illiteracy in our County and to focus attention on the problem of illiteracy and its role in human suffering.

Given under my hand and the Great Seal of the Borough of Dillsburg on this 8th day of September in the year of our Lord One Thousand Nine Hundred and Eighty.

Donald S. Karns
Mayor

GIVE THE GIFT OF

LITERACY

IF YOU CAN READ . . . YOU CAN HELP !

Contact

Dover - Dillsburg Literacy Center

located in

Dillsburg Area Public Library

on the Square

Phone 432-5613

DID YOU KNOW THERE IS A NEW SERVICE AVAILABLE IN DILLSBURG?

If you need help in reading or writing, we provide:

— Confidential service

— Free tutoring

— Convenient times and location

— Private lessons

Contact: Dover-Dillsburg Literacy Center
Dillsburg Area Public Library
On the Square
Dillsburg, PA 17019

Telephone: 432-5613

One-to-one

BASIC READING & WRITING - NO FEE FOR THIS SERVICE TIME & PLACE FLEXIBLE

Private lessons are taught by volunteer certified tutors for adults - "16 and older" who wish to improve their reading, speaking, and listening skills One to one tutoring. For further information, call Marcia Hoffman, 432-5613 - Dillsburg Area Library.

* Printed in the Dover Area School District Winter Bulletin of Adult Classes

YORK COUNTY LITERACY
COUNCIL

September 2, 1980

Dear prospective tutor:

We have put together a fall roster of initial tutor-training workshops which will hopefully be scheduled at convenient times for you. We have a list of students who have been waiting for a tutor. We hope you can help. Please read through the schedule and record at the bottom tear-off section which session you plan to attend. Advance registration is requested. The payment of $15.00 registration fee includes memberships into local and national literacy organizations, registration and tutoring materials. Parking for those workshops held at Martin Library is available in the lot behind the First Presbyterian Church on the corner of Queen and Market. Please park in the church only spaces. We look forward to meeting you.

Ellen and Carolyn
York County Literacy Council

Fall Schedule of Tutor Workshops

VRA - Volunteer Reading Aide 10 hour initial workshop for volunteers interested in tutoring adult non-readers.

ESOL - English Speakers of other Languages - 15 hour initial workshop for volunteers interested in tutoring non-English speaking individuals.

****

I. Sept. 15, 16, 17 VRA Daytime
Mon., Sept. 15 - 9:45 am - 1:15 pm
Tues., Sept. 16 - 9:00 am - 12:30 pm
Wed., Sept. 17 - 9:45 am - 1:00 pm

Trainer
Shirley Stahlheber
Location
Community Room of
Martin Memorial Lib.

****

II. Oct. 30 - 31, Nov. 1 - VRA - Evening
Thurs., Oct. 30 - 7 - 10 pm
Fri., Oct. 31 - 7 - 10 pm
Sat., Nov. 1 - 9:00 am - 1:00 pm

Trainer
Martha Raye
Location
Dillsburg Senior
Activities Center

****

III. Nov. 7 - 8 - 9 ESOL
Fri., Nov. 7 - 6:00 - 10 pm
Sat., Nov. 8 - 9:00 am - 5:00 pm
(all day - bring a sandwich)
Sun., Nov. 9 - 1:00 - 5:00 pm

Trainer
Dr. Jan Gemmill
Location
Community Room
Martin Library

detach and return B

Mail to 159 E. Market Street, York, PA 17401

Name _____

Address _____ _____
street

_____
city zip

Phone _____

I will attend workshop #

I ____ II ____ III ____

Registration fee enclosed:
yes no
____ ____

NEW STREAMLINED ENGLISH WORKSHOP

AN EVALUATION

Name (optional)_____ Date_____

Name of Tutor-Trainer(s)_____

Location of Workshop_____

1. How well do you feel you understand the following? (maximum: 5)

1. The Problem of illiteracy (world, US, PA, local	5 4 3 2 1
2. Laubach Literacy, NALA, York County Literacy Council	5 4 3 2 1
3. Characteristics of undereducated adults	5 4 3 2 1
4. How to teach Skill Book 1	5 4 3 2 1
5. How to teach Skill Books 2 & 3	5 4 3 2 1
6. How to use Teacher's Manual for Skill Books 1-3	5 4 3 2 1
7. Introduction to Skill Books 4 & 5 and their Teacher's Manuals	5 4 3 2 1
8. Introduction to Manuscript Writing	5 4 3 2 1

2. Please give the key words for each (short sounds for vowels)

a:	g:	m:	s:	y:
b:	h:	n:	t:	z:
c:	i:	o:	u:	th:
d:	j:	p:	v:	sh:
e:	k:	q:	w:	ch:
f:	l:	r:	x:	

3. What is the main topic Skill Book 1 teaches? Skill Book 2? Skill Book 3?

4. What was the most helpful about the workshop? The least helpful?

5. What changes would you suggest for improving future workshops?

THANK YOU, AND MAY YOUR TUTORING EXPERIENCE BE A REWARDING ONE FOR YOU AND YOUR STUDENT.

YORK COUNTY LITERACY COUNCIL
TUTOR DATA SHEET

PLEASE PRINT OR TYPE:

NAME_____ADDRESS_____

CITY_____ZIP_____PHONE (H)_____(BUS)_____

AGE_____OCCUPATION_____MARRIED/SINGLE_____

SCHOOL (if student)_____DATE CERTIFIED_____

WHEN WILL YOU BE ABLE TO BEGIN TUTORING?_____

PREFERRED TIME TO TUTOR:	Morning	Afternoon	Evening
MON.	_____	_____	_____
TUE.	_____	_____	_____
WED.	_____	_____	_____
THU.	_____	_____	_____
FRI.	_____	_____	_____
SAT.	_____	_____	_____
SUN.	_____	_____	_____

NOT AVAILABLE TO TEACH:	Morning	Afternoon	Evening
MON.	_____	_____	_____
TUE.	_____	_____	_____
WED.	_____	_____	_____
THU.	_____	_____	_____
FRI.	_____	_____	_____
SAT.	_____	_____	_____
SUN.	_____	_____	_____

ARE YOU WILLING TO WORK FOR THE COUNCIL IN WAYS OTHER THAN TUTORING?_____

PLEASE CHECK THOSE AREAS YOU ARE INTERESTED IN:

Executive Board_____Office Work_____Public Speaking_____

Workshop Organization_____Publicity Writing_____

HOW DID YOU FIND OUT ABOUT THE COUNCIL?_____

CAN YOU TRAVEL TO A TUTORING SITE?_____HOW FAR?_____

WHAT OTHER VOLUNTEER WORK ARE YOU INVOLVED IN?_____

_____

****

TUTORING RECORD:

STUDENT_____DATE BEGUN_____ENDED_____

STUDENT_____DATE BEGUN_____ENDED_____

STUDENT_____DATE BEGUN_____ENDED_____

STUDENT_____DATE BEGUN_____ENDED_____

TUTOR'S SIGNATURE_____DATE_____

STUDENT INFORMATION FORM

VRA____ ESOL____

NAME_____ AGE_____

SOCIAL SECURITY NUMBER_____ MARITAL STATUS_____

ADDRESS_____ NUMBER OF DEPENDENTS_____

_____ _____

(city) (state) (zip) GRADE COMPLETED_____

TELEPHONE_____

How did you know about this program?_____

When are you available for lessons?_____

Can you travel to tutoring site?_____

Referred by_____ Buy own books?_____

ATTENDANCE Test scores_____

Month Total hours Date tutoring began_____

September_____ Tutor_____

October_____

November_____

December_____

January_____

February_____

March_____

April_____

May_____

June_____

July_____

August_____

SURVEY OF STUDENT'S NEEDS

At your second session with your student, plan to spend about ten minutes conducting this oral survey. Explain that you want to provide materials which he or she will find helpful and interesting. As soon as possible the student will begin reading and writing things that he or she needs in everyday life.

As soon as you have completed the survey, make some notes for yourself, then return the survey to our office.

PLEASE ASK YOUR STUDENT THE FOLLOWING QUESTIONS AND WRITE DOWN EXACTLY WHAT YOUR STUDENT SAYS.

1. Why did you decide to take these lessons?_____

_____

2. Name three things you would like to be able to write._____

_____

3. Name three things you would like to be able to read._____

_____

4. Which of the following subjects would you like to read about now?

_____religion
_____how to get a job
_____music
_____banking
_____famous people
_____poetry
_____plays
_____housing
_____how to get along with people
_____health
_____cooking
_____sewing
_____cars
_____sports
_____first aid
_____shopping
_____driver's license
_____schools & colleges
_____family living
_____U.S. history
_____credit cards
_____citizenship
_____how to vote
_____farming
_____gardening
_____canning
_____hobbies
_____art
_____buying a house
_____maps
_____buying a car
_____raising children
_____legal rights
_____U.S. government
_____how to study
_____how to take tests
_____how to use a library
_____income taxes
_____family planning
_____community services
_____nutrition
_____social security
_____medicare
_____insurance

other_____

At end of month fold and mail to:

Year_____

Month_____

YORK COUNTY LITERACY COUNCIL
Martin Memorial Library
159 East Market Street
York, Penna. 17401

Student_____

Tutor_____

Hours tutored_____

MONTHLY TUTORING AND ATTENDANCE CALENDAR

SUN	MON	TUE	WED	THUR	FRI	SAT

(1) Put date in small box in upper left-hand corner of each box and lesson information in large square.
(2) Enter total tutoring time for each lesson
(3) If lesson cancelled, give reason
(4) If tutoring stopped, give date and reason

Student is on Skill book ____ lesson _____.
On back describe any other material used for lesson, relevant observations or problems. Also record checkup scores and dates.

LITERACY COUNCIL

YORK COUNTY
159 EAST MARKET STREET
YORK, PENNSYLVANIA 17401 PHONE: 854-6674

January 14, 1981

Dear prospective tutor:

The Dover-Dillsburg Literacy Center is offering a second VRA workshop to train tutors to work with English speaking adults who wish to improve their reading and writing skills.

This Volunteer Reading Aide ten-hour workshop is conducted by Certified Tutor Trainer Shirley Stahlheber. It will be held at the Calvary Lutheran Church, North Main Street, Dover (just north of the traffic light). There is parking in the rear of the church. To reach the parking lot, turn east on Canal Street at traffic light. Then, turn left at first alley. Park in back of church where there is a sign "Parking for Members Only." If this lot is filled, use the fire company parking lot across Canal St. down the alley to the left of the Western Auto store.

We will be happy to arrange car pooling for those living in York. Please call the Central Office, 854-6674, if you would like to car pool.

Dates: Thurs., Feb. 19 - 6:15 PM until 10:30 PM

Sat., Feb. 21 - 9:30 AM until 4:00 PM

(one half hour break for lunch; bring bag lunch; beverages will be provided)

Advance registration is required. Please fill out the bottom tear-off section and return it to the Dover-Dillsburg Literacy Center, Dillsburg Area Public Library, On the Square, Dillsburg, Pa. 17019, along with your check for $15.00. This registration fee includes memberships in the local and national literacy organizations and tutoring materials.

----------detach and return----------

Name_____

Address_____
street

_____ Phone_____
city zip

Registration fee enclosed: yes_____ no_____

York County Literacy Council

159 EAST MARKET STREET · YORK, PENNSYLVANIA 17401 · (717) 854-6674
YORK COUNTY LITERACY COUNCIL
27 N. QUEEN STREET
YORK, PA 17403

April 21, 1981

TUTOR GET-TOGETHER FOR DOVER - DILLSBURG AREA TUTORS

Dear Tutor,

You are invited to an in-service program for tutors in your area that have been trained through the York County Literacy Council. It will be held on May 5 at 7:00 pm at the Calvary Lutheran Church on Main Street in Dover.

We hope you can come to exchange tutoring experiences, share ideas and enjoy coffee and dessert. The church requests we not park in the church lot. However, parking is available behind the York Bank or in the parking lot opposite the Western Auto store.

If you have not been assigned a student, we still welcome you. There are many ways we need your help and ideas until the right match comes along. We want you all to remain active, so let's see you on May 5th.

Sincerely,

York County Literacy
Board of Directors
Carolyn L'Amoreaux

Carolyn L'Amoreaux
Coordinator

EXECUTIVE COMMITTEE
Jean F. Lee, Pres.
Elizabeth Krout, V-Pres.
Carol L. Stewart, Secy.
James M. Deitch, Treas.

Marguerite L. Bernstine
T. Frederick Feldmann
Stephen A. Glatfelter
Jean Jones
Nancy F. Keiser

Shirley B. Stalhsber
Kathleen A. Stine

Ellen C. Polhemus, Coordinator
Carolyn S. L'Amoreaux, Asst. Coord.

If you know someone
who can't read—
If you want to help someone
learn to read—Call

York County Literacy Council
27 North Queen Street
York, PA 17403
Phone (717) 854-6674

WHAT is a literacy council?

It is a group of volunteers who try to help under-educated adults with reading and writing skill development.

WHY is such a council needed in York?

There are over 21,000 adults in York County who can't read. At present we are helping over 100 adults learn to read.

HOW can I help the Council in its efforts to reach the illiterate?

If you know of anyone who has difficulty with counting money, sign reading, following directions, shopping, ordering from a menu, filling out forms, or poor health care - - these areas of everyday coping skills may indicate a problem in reading. Please have this person call the York County Literacy Council at 854-6674.

HOW does one become a volunteer tutor for the Council?

Anyone who can read can take a workshop to learn the phonetic approach to reading and become a tutor for the Council. We are in great need of tutors. Please call us at 854-6674 for more information.

If You Can Read — You Can Help!

York County Literacy Council
27 North Queen Street
York, PA 17403
854-6674

Dover - Dillsburg Literacy Center
Dillsburg Area Public Library
On the Square
Dillsburg, PA 17019
Phone 432-5613

Press Coverage

Headline	Topic	Publication	Date
Something Good May Happen	Opening	Community News	August 13, 1980
Center Opening to Mark World Literacy Day	Opening	York Dispatch	August 23, 1980
Literacy Center is Now Opening	Opening	West Shore Shopper	August 24, 1980
Literacy Council Opens New Center	Opening	Sunday News	August 31, 1980
Literacy Center to Open September 8	Opening	York Daily Record	August 16, 1980
Literacy Council Appoints Staffer	Center Director	Sunday News	August 17, 1980
Literacy Center in Library	Literacy Center	Weekly Bulletin	August 27, 1980
Hoffman Appointed Library Center Director	Hours & Director	York Daily Record	August, 1980
Literacy Center Opens	Hours Workshop	Weekly Bulletin	October 15, 1980
Literacy Center Opening Held	Proclamation Office Hours	Community News	September 17, 1980
York Group Observes Literacy Day in a Most Meaningful Way	Illiteracy New Center York Council	full page Sunday Patriot News	September, 1980
Literacy Center to Give Workshop	October Workshop	Community News	October 15, 1980
Literacy Council Workshop	October Workshop	York Dispatch	October 15, 1980
Reading Tutor Workshop Set	October Workshop	Weekly Bulletin	October 15, 1980
Literacy Group Trains 16 Tutors	New Tutors	York Dispatch	November 12, 1980
16 Tutors are Trained	New Tutors	Weekly Bulletin	November 26, 1980
Literacy Workshop	February Workshop	York Dispatch	January 19, 1981

Press Coverage

Headline	Topic	Publication	Date
Volunteer Reading Aide Workshop	Dover Workshop	Weekly Bulletin	February 18, 1981
Reading Tutor Workshop Set	Registration form and Dates	Weekly Bulletin	January 21, 1981
Help Others TO Read	Dover Workshop	Community News	February 18, 1981
Tutor Workshop Trains 14	New Tutors	Community News	March 18, 1981
Reading Aides are Trained	New Tutors	York Dispatch	March 3, 1981
Literacy Center Receives High Mark From Student	Feature on Tutor-Student	Patriot News	May 15, 1981
Reading Help Available Free	Tutors available in N. York County	Weekly Bulletin	June 23, 1981

Public Service Announcements

To: WHYL Carlisle

The York County Literacy Council is seeking adults over the age of sixteen who want to learn to read or who would like to improve their present reading level. Students are matched confidentially with a specially trained tutor, at no charge. If you know of someone, or wish to receive help for yourself, call 432-5613 or 854-6674.

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To: WKBO Harrisburg

Everyone likes to know about something that is free. If you would like to be able to read better, to help you get a job, or even read about your favorite rock star, contact the York Literacy Council office in Dillsburg. We have free tutoring on a one-to-one basis, and it is free and confidential. Call Dillsburg 432-5613 or York at 854-6674.

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Adult Education Bulletins

Adult Education Bulletin - Northern York County School District - Spring 1981

Community Education Program - Dover Area School District - Winter 1980

Profiles of Student-Tutor Matches

A. Tutor has been working with student since October, 1980. The student is foreign-born, 17, and in high school. She has improved noticeably in conversation and pronunciation. The tutor and student have worked on reading assignments. This summer, they will continue working on English grammar and will meet once a week for one and a half hours. The tutor and student are very pleased with the progress she has made, which was reflected in her school report cards.

B. This trained tutor has been working with her husband since February. Improvement and progress has been noted. Being able to read has changed their lifestyles. The husband has gained a personal satisfaction in being able to participate in more family activities. He is gaining self-confidence, self-respect and pride as his reading skills improve. Tutoring takes place one evening a week in the summer, and each evening in the winter.

C. Tutor has been working with the student since April. Recently the student has not been arriving for scheduled lessons. The tutor feels this situation might be ending. The student was reviewing Book I and meeting with the tutor twice weekly. (Note - this student was in the program before - and generally isn't motivated.)

D. This tutor has been helping her student since February, 1981. The student started with Skill Book IV and is nearing completion. Student has gained self-confidence and his reading comprehension, listening and writing skills have shown improvement. Tutor and student meet regularly once a week for sessions of one and a half hours.

E. This tutor has been working with her husband since February, 1981. The student, who is a stroke victim, receives therapy once a week, primarily for speech. Tutoring at home reinforces this treatment, and her husband has improved noticeably.

F. This tutor has been assisting her student since November, 1980. Progress has been slow. The student still needs to refer to Skill Book I, and review key words frequently. Still, the student is eager, and pleased with his progress, regularly attending sessions twice weekly.

G. This tutor's student had an operation shortly after being assigned. They are on Book V, but are not meeting regularly.

H. Tutor and student meet twice weekly, since January, 1981. Student's ability to sound out words has improved since entering Skill Book II, and appears to be grasping the phonetic key.

I. A recent match, this student and tutor meet three times a week. The student is very eager to improve, a motivating factor being a recent job promotion which will demand reading skills.

J. This tutor and student have been together since March, 1981. At the end of May, they decided to wait until August to resume. Skill Book I was completed, and things were slowing down at times becuase of the student's personal problems. Concentration was affected.

K. A recent match of an ESOL tutor and two quite Americanized Koreans, who are strongly motivated to be assimilated into our culture. They have taken English first names. Sessions go very well; the students are advanced, speaking only English at home. The tutor sees them twice weekly for two hours at a time.

L. In December of 1980, the tutor met with the student twice a week. An automobile accident caused the match to be terminated, even though the student read the second Skill Book fluently.

M. After reviewing the first three Skill Books, this tutor and student is progressing rapidly in Skill Book IV. He will be referred to the local GED program upon completing of Book V, which should be about the beginning of the second semester of the program.

N. This tutor and student have been meeting since November, 1980. Presently they are not meeting due to personal problems, but plan to resume over the summer. The student is doing very well, and is determined to improve his reading skills.

O. This student was being tutored by his mother, who took the training. What is typical in these cases is that very little tutoring takes place, and that is the status of this match.

Note

All of the preceeding information was gathered during the first two weeks of June. We still had five tutors who are unmatched in the northern Dillsburg area. Much publicity has been given, and we hope to attain more students over the summer for our program or for the Central PA Literacy Council in Cumberland County, which is next to Dillsburg.

BIBLIOGRAPHY of materials in Dillsburg Area Library and Calvary Lutheran Church in Dover for adult literacy use as part of special project:

TITLE	READING LEVEL
New Streamlined English Series	
Skill Books 1 - 5	1 - 5
Teacher's Manual 1 - 5	
Correlated Readers:	
In the Valley	1
City Living	2
New Ways	3
People and Places	4
Opening Doors	5
Supplemental Materials:	
Crossword Puzzles	1 - 4
Cars, Cars	1
Money Spent	1
More Money	2
Leisure Reading:	
Two for the Road	2
Pat King's Family	2+
Five Dog Night & Other Tales	3
The Many Ears of CB Radio	3.3
There Really is Sound	3.5
A Dream With Storms	3.1
Take Care of Millie	3.3
Readers in Religious Heritage:	
Story of Jesus: Parts 1,2,3,	3 - 6
Ten Psalms	2
Ruth: A Great Love Story	2
David: From Shepherd Boy to King	1-2
To the Point on Money Management:	
Insuring Yourself	3+
Using Credit	"
Using a Checking Account	"
Saving & Investing	"
Making a Budget	"
Resource & Information:	
I Wish I Could Write	
Using Language Experience with Adults	
Simon & Schuster:	
Adult Reading Improvement Series	1 - 4
Reading Power Books 1 - 4	
Regents Publishing:	
Little Stories for Big People	3

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LITERACY COUNCIL

YORK, PENNSYLVANIA 17401 PHONE: 854-6674

YORK COUNTY

159 EAST MARKET STREET

YORK COUNTY LITERACY COUNCIL
27 N. QUEEN STREET
YORK, PA 17403

June 30, 1981

Dear Literacy Tutor:

As of this day, our experimental project to establish a satellite literacy council in the Dover-Dillsburg area is officially over. Our thanks to all of you who responded to our request for tutors in this area. We wish that more students had taken advantage of this service. Although there were plenty of students in the York City area, we know that travel twice a week is an expensive proposition. Still we have 12 active matches and others had been tutored for a period of time.

The names of unmatched tutors in the Dillsburg area are with us, as well as with the student-tutor coordinator from the Central PA Council. At this time, she has no students waiting to be matched. We know the students are there, and perhaps they will hear one of the radio spots, or see a poster or a special bookmark that we have left in various stores and offices. An article in the Weekly Bulletin published last week may draw some students also.

Laurie Foose, a Dillsburg tutor, has helped with the completion of the project. She will remain as a zone coordinator for the Dillsburg area, so feel free to call her at 432-2529. In the Dover area, Debbie Plymette has agreed to be a contact for the Council. Enclosed is a bibliography of materials available for loan at the Dillsburg Library and at the Calvary Lutheran Church in Dover.

How I wish all of you could have attended the Northeast Regional NALA Conference at Messiah College! Eight from York were there. The workshops were exciting and informative, as well as motivational. The keynote speaker, Susan Ellis, was delightful. She stressed the fact that all great movements in the United States have begun with a volunteer effort. And that is the hope for the growth of literacy in our country. As we combat illiteracy by helping those who cannot read, we are contributing to the stability and prosperity of our country. Thanks to all of you as we celebrate our nation's birthday. Keep up your efforts, stay in touch with the Council's activities, we need you.

Sincerely,

Carolyn L'Amoreaux

Carolyn L'Amoreaux
Coordinator

P.S. Deb's number is 292-3590.